EDUC 646

Homework 7.3

1.a: This data set is from a cohort of fifth grade students who are now in sixth grade. The CSAP data set is for reading and there are 27 students (16 females/11 males). There are four students who scored advanced, 14 students who scored proficient, six students who scored partially proficient, two students who scored unsatisfactory, and one student who was not tested.

The CSAP measures grade level standards and broad concepts. It does not have a high level of problem-solving measurement. The test is a mix of constructed responses and multiple choice. Students must read poems, paragraphs and short stories and either choose an answer to the posed questions or write a short answer. The majority of this assessment is at Levels 1-2 with some Level 3 depth of knowledge and does not require many skills in the areas of synthesis or evaluation, mainly requires students to demonstrate knowledge and application.

These types of tests are summative in nature and are used to determine if students have achieved grade level expectations. Scores are not related to national norms or percentiles, but can be used to look for multiple year trends and to look at cohorts over periods of time. CSAP does allow us to look at student growth as well as current year achievement.

This data set tells us that in this cohort, 5 students were below grade level in grade 3, 5 in grade 4 (3 students in both grades), and 8 were below grade level in grade 5 (3 in all 3 grades). In terms of AYP proficiency, in grade 3, there were 2 students below AYP, and in grades 4 and 5 there was one student below AYP (only 1 student was below AYP all three years).

In general, the students performed much better on multiple choice items than on constructed response items (74% vs. 62% correct). This was a bigger difference for this class in comparison with the building averages (69% vs. 59% correct). The class average overall scale score was 645 which was 28 points higher than the building average. This was consistent across all Standards (reading comprehension, thinking skills, use of literary information, literature, fiction & poetry, non-fiction and vocabulary. In previous years, this cohort was 11 points above the building average (4th grade) and 6 points above the building average (3rd grade).

Students in this class performed best on measures of vocabulary, fiction & poetry and thinking skills. Their lowest area was tied between literature and non-fiction.